

REVISED- 3-3-06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

Name of Principal Mr. Russ Moreland
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pierce City High School
(As it should appear in the official records)

School Mailing Address 300 Myrtle St.
(If address is P.O. Box, also include street address)

Pierce City Missouri 65723-1124
City State Zip Code+4 (9 digits total)

County Lawrence State School Code Number* 055-105

Telephone (417) 476-2515 Fax (417) 476-3516

Website/URL http://schoolweb.missouri.edu/piercecity.k12.mo.us/ E-mail rusm@pcschoools.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Lois Klatt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pierce City R-VI Tel. (417) 476-2555

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Bonnie Witt-Schulte
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$7,679.00
- Average State Per Pupil Expenditure: \$7,380.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 5 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	44	28	72
2				10	44	34	78
3				11	31	33	64
4				12	21	27	48
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							262

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 78 | % White |
| 18 | % Black or African American |
| 3 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	254
(5)	Total transferred students in row (3) divided by total students in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Hmong, Hispanic

9. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 99

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
32 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>25</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 13:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	94%	96%	94%	96%	97%
Teacher turnover rate	20%	45%	28%	28%	17%
Student dropout rate (middle/high)	2%	2%	3%	1%	5%
Student drop-off rate (high school)	20%	13%	8%	13%	18%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>41</u>
Enrolled in a 4-year college or university	<u>20</u> %
Enrolled in a community college	<u>37</u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u>34</u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u>2</u> %
Unknown	<u>7</u> %
Total	100 %

PART III - SUMMARY

Pierce City High School is a small close knit school with collaborative efforts being made consistently among faculty which truly conceptualizes the growing success of our high school. We work to maintain our philosophy that each student is a unique individual and that education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities. We provide opportunity for each individual to discover and endeavor to achieve to the limits of his or her capacities.

We believe that the role of the teacher in the educational process is to provide opportunities for the individual to achieve at the maximum level of capacity, to create a learning situation in which individual motivation for learning is the stimulus for achievement, and to situation in which individual motivation for learning is the stimulus for achievement, and to promote through teaching and example the principles of the democratic way of life. Further more we believe parents/guardian have definite responsibilities in education. They need to have a basic confidence in the school, and they need to impart the confident to the students. We encourage parent/guardian and community input and concern as a vital role in the success of our school.

As part of our philosophy we feel that the student must have responsibilities in the educational program of the community such as attitude and self-discipline. The student is obliged to come with an open mind, equipped with the necessary materials, ready to fulfill his or her responsibilities in the learning process. The basic attitude should be that the school is an institution of opportunity, staffed with trained personnel to help the student become a contributing member of society. In return we offer an environment in which we seek to include all students and create a learning situation in which all students feel important and wanted to help us for solid, positive relationships with our students.

The mission of the Pierce City R-VI School District is to provide quality educational experiences that enable all students to acquire the knowledge, skills, and attitudes necessary to become healthy responsible and productive adults. We believe all students should be able to manage change, become life-long learners, and participate in the democratic process. By recognizing each student's unique potential, the Pierce City R-VI School District shall be a cooperative partnership of parents, students, staff and community in the educational process.

Pierce City High School has seen a continual growth in academics and excellence over the past few years. The addition of the A+ program has added wonderful incentives for students continuing post-secondary

education and has also provided advanced technology in the classrooms. An alternative school offering credit recovery has also assisted many students in the being able to graduate high school on track. We are proud of the caring faculty and the hard-working students who consistently work together to make Pierce City High School a positive and successful experience for all who walk through the doors.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Pierce City High School participates in the state assessment system by administering the state required MAP test in Communication Arts and Math during the spring of each school year. Communication Arts is administered at the 11th grade level while Math is administered at the 10th grade level. These state assessments are comprised of three types of items: multiple choice items, constructed response items, performance events. The Department of Elementary and Secondary Education (D.E.S.E.) chose these types of questions to measure the students' length of content knowledge (multiple choice), require the students to supply an appropriate response (constructed response), and measure the student's knowledge, and their ability to apply that knowledge in problem situations (performance events).

The state assessments are used to determine the student's knowledge level in the various subjects. The student scores are measured by defining five levels described as follows:

- Step 1: Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.
- Progressing: Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.
- Nearing Proficient: Students understand many key concepts, although their application of that knowledge is limited.
- Proficient: This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.
- Advanced: Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

The total scores of all students is used to determine a schools' M.A.P. Index. The M.A.P. Index is based on a formula which gives a different percentage for each scoring level. The total is then used to determine a school's overall effectiveness. Our M.A.P. Index over the last four years is listed as follows:

- Math (10th Grade)
 - 2005- 177.9 for all students/161.3 for free and reduced lunch students
 - 2004- 179.6 for all students/178.6 for free and reduced lunch students
 - 2003- 157.4 for all students/154.3 for free and reduced lunch students
 - 2002- 150 for all students/138.9 for free and reduced lunch students
- Communication Arts (11th Grade)
 - 2005- 195.2 for all students/182.1 for free and reduced lunch students
 - 2004- 180.8 for all students/172.5 for free and reduced lunch students

- 2003- 183.3 for all students/170.6 for free and reduced lunch students
- 2002- 190.7 for all students/189.1 for free and reduced lunch students

The results of these assessments are sent to the school districts through the states “Crystal Reports” which provides complete data analysis and information. The overall results can also be viewed by visiting the Department of Elementary and Secondary Education website at www.dese.mo.gov/ and click on our districts “District Profile” link.

To summarize these results our scores indicate that our overall Math scores have shown improvement within our 10th grade class. Even though the M.A.P. index indicated a slight decrease from 2004 to 2005 our scores were still above the state average and 2005 scores were the second highest M.A.P. index during the previous 5 years. The scores also indicate improvement in achievement for our free and reduced lunch students. Communication Arts scores have also indicated improvement during the last four years of testing. Our 2005 scores were the highest in the previous four years. After a two year decline the M.A.P. index revealed a significant improvement for 2005 for our 11th grade class. These scores are beneficial in that they show improvement with our students but also show us that we need to continue working to improve achievement within our disadvantage students as well.

2. Using Assessment Results:

Each year the state of Missouri sends to all districts their various assessment results. Included in this data are the results from the Missouri Assessment Program test and for us at the high school level the results from the ACT scores from our graduating seniors. From this information we can begin to plan and explore strategies for improvement from our school building.

The Missouri Assessment Program (M.A.P.) is the assessment tool used by the state of Missouri to analyze student achievement. This assessment uses the following types of questions for students: multiple choice, constructive response, and performance events. This is important as we analyze our data. The data given to us in our “Crystal Reports” allows us to study how our students performed in the three types of questions. From this point our counselors and administrators meet with teachers to present and begin the process of data analysis. This is a useful process as it allows our teaching staff to cross check the performance standards with their curriculum and time spent on instruction we then allow teachers release time to develop action plans that focus on meeting the areas in which we did not score well in or areas in which we need improvement.

As for the A.C.T. results these are more difficult to analyze as we only receive individual scores from the testing areas. The results do not break down specific objective but do allow us to monitor the progress, lack of progress, or success of students in the different subjects assessed by the A.C.T. We are given by the A.C.T. organization general objectives that student will need to master to score certain scores on the exam. This allows us to meet with teachers to ensure that they are covering these objectives in class and at student workshops. In addition to sharing this information with teachers, our counselor attends yearly A.C.T. workshops and conferences on A.C.T improvements and updates.

3. Communicating Assessment Results:

Our building uses a variety of manners in which we communicate our assessment results to our community member and students. The state of Missouri publishes this data via the internet and also sends our district a hard copy of our results. From there our district will share these results with our board of education which is composed of seven community members. The local paper covers these board meetings and will first publish these results in their monthly board report in the paper. The district also shares with the paper

a copy of the results to help ensure accurate reporting to the patrons.

Another technique utilized is parent meetings with building level parents. Our building will prepare a report on both power point and a hard copy and meet with interested parents to share the bread down of the scores. At these meetings we will also seek input on ideas for improving our scores from the parents that attend. This allows us to share not only the results but what they mean to our district and our efforts to continue to improve scores.

Lastly, our building shares with the community a school report card which includes a variety of data from the state regarding our school district. These reports are often mailed to parents and they are invited to call or visit the school to ask questions or seek additional information.

As for the students, the information is shared with the student body through daily bulletins and student assemblies. Many times the student do not get too excited about this information, although we do offer incentive plans which seem to stimulate some additional interest. The student individual scores are then attached to grade cards which are either picked up by parents or mailed home.

4. Sharing Success:

Our high school is a member of the Spring River Valley Conference, which is made up of 10 schools within our area and similar to our school in size and demographics. As a member of this conference we meet monthly as administrators to discuss conference activities, school related business, as well as current trends in education both at the local and state levels. This allows our district to share with others the activities and programs that we are implementing that have contributed to our academic success. Although the method used is usually one that simply promotes discussion and question/answer occasionally we are able to offer a more defined presentation.

Our building has also shared with other districts by simply one on one conversation both on the phone in person at conferences or workshops. It is not uncommon to spend time with other district administrators at various conferences and workshops as mentioned above. This allows myself to share with them the activities, programs, policies, etc. that we have implemented that have contributed to our success. It is a common practice to borrow ideas from other districts and utilize or modify them to fit your districts needs. This one on one conversation allows us as administrators to visit freely and bounce ideas off of each other in a manner that promotes solid communication between different buildings and districts.

Although I have not been approached I would always be willing to design a presentation for other districts if asked to conduct a presentation. I take great pride in our successes and would be certainly be willing to share with others through presentation (hand outs, power point, etc.) some thoughts on how to improve academic achievement a rural school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

In March of 2002 Pierce City High School was designated an A+ School by the state of Missouri. With

that designation our curriculum had to meet the Show Me Standards as well as the A+ Schools Program requirements. We are now better prepared to meet the needs of not only our college bound students but also the needs of our non-college bound students and to keep from dropping out of high school. Rigorous coursework with identified objectives and means of assessing them has been implemented for all courses at Pierce City High School. Teachers have attended professional development workshops in contextual learning, performance assessment writing, curriculum revision and numerous aspects specific to their individual subject areas. Pierce City High School is committed to the career pathways and contextual learning (applied academics and career relevant courses). Real world appropriate technology and emphasis on standards and teaching strategies are a major focus for Pierce City High School.

In addition to the above mentioned aspects of our curriculum we have also spent considerable time during the last school year adding and checking to ensure our new state Grade Level Expectations (G.L.E.'s) are incorporated into our curriculum guides. These expectations have been released by the state of Missouri for Social Studies, Science, Math and Communication Arts as necessary components of district curriculums to help district prepare students for our state assessment tests. These expectations implement higher order thinking skills and application of subject material to ensure student understanding and knowledge comprehension. Through a series of processes we have allowed our teachers to cross reference their curriculums to ensure these expectations are included, not included, or partially included. After the initial cross reference our teachers were then allowed to begin working on ensuring that the G.L.E.'s were totally included in their curriculum guides.

The Pierce City High School has designed courses and guidance programs to help students identify aptitude/interest in career pathways. Courses have been adapted to give students awareness of the skills needed in the workplace. The curriculum has been adjusted to provide students with the skills needed for high paying and rewarding careers.

Contextual learning courses, incorporating hands-on activities with workplace skills correlations, have been added to the Pierce City High School curriculum as well. These include Applied Biology and Chemistry, Applied Communications, and Applied Math. These courses have allowed our students who gain a better understanding of material by learning through hands-on application allow our students another type of course to take to gain their necessary credits. We have found this process to be very successful in allowing students another option for taking and mastering their course work.

Pierce City High School also prides itself on offering as many upper level courses as feasible to allow students the flexibility of scheduling that will meet their individual needs. Juniors and seniors are able to take Physics, College Algebra, College Western Civilization, College Chemistry, and College Composition as dual enrollment courses sponsored by the University of Missouri Kansas City and Missouri State University. This allows our students to not only get a jump start on college but take college level courses for college credit at a reduced rate from regular priced tuition. In our community these savings are extremely valuable to our students and families.

As part of our course offerings we are fortunate for a school our size to be able to offer 4 years of Art and 4 years of Spanish courses for our students. Our art courses allow our students to learn and expand their artistic abilities through a variety of hands on activities. The activities include such areas as calligraphy, photography, foam sculpture, color wheels, still life, and a variety of other paintings to include water colors and oil pastels. Our Spanish courses allow our students to explore a new culture and way of life that many of our students are not accustomed to experiencing. Our curriculum goes beyond simply teaching the students the language of Spanish speaking countries. The curriculum guides take our students deeper into the cultures and experiences that help mold these countries and people of Hispanic descent.

2b. (Secondary Schools) English:

The Pierce City High School curriculum is one that is in constant revision in order to keep up with the ever-changing demands of state and national governments. Despite the never-ending flux, certain areas are maintained, those being the importance of reading, standard grammar, and written expression. Our curriculum also includes a variety of literature at each grade level. For those students who are behind we offer appropriate selections in order to help ensure success. At the lower grade levels, exercises in decoding and comprehension are reinforced and emphasized.

As a supplement to the reading program in classes our district hires outside speakers to speak to teachers about the importance of reading in relationship to their success after school (some states look at the number of illiterate second graders to determine how many jail cells to build for the future!). To encourage reading at all levels, our media center hosts programs like the Classic Lunch once a month for students and our media specialist has formed a book club to further promote reading. The media center also gives prizes for participation in the annual Mark Twain and Gateway reading programs.

All of the extra programs are wonderful, but the daily interaction with students in the classroom is where many changes have occurred. At each grade level there are novels and pieces the class reads. When students arrive in the high school they are given an outside reading program with a variety of book choices. Each student must read two outside books a quarter. The success has come because the students have a variety of books to choose from and there are selections for every reading level. This allows students the freedom of choice and supplies them with the opportunity to be successful in reading. This opportunity to succeed in reading encourages students to continue the habit. In addition to the outside reading program, students are exposed to reading strategies in class and time is spent continually developing the skill necessary to read for comprehension this program has helped students to learn and appreciate the value of reading. When asked what they hoped to learn in the second semester of this school year, many answered that they hoped to learn how to read faster and to better understand what they have read.

3. Mathematics, Science, Art, Etc.:

The Pierce City High School Mathematics Curriculum is a continuous work in progress. It is constantly being tweaked and improved to insure it is meeting the needs of the students. There are many functions of the curriculum, but three major objectives stand out as important functions. They include: 1) equipping students with the basic math skills to survive in the world, 2) teaching students how to think and problem solve, and 3) providing students with enough mathematical knowledge to pursue a career in the field of mathematics.

By the time a Pierce City student graduates from high school they will be able to survive mathematically in the “real world”. These skills include counting money, balancing a checkbook, and designing a budget. Pierce City believes every student needs these skills before they receive a diploma.

One of the most important skills a Pierce City student is given includes the ability to think and problem solve. This is something that is useful in all aspects of life, not just mathematics. To be able to think about a problem and rationalize solutions gives an individual a powerful tool to use on the pathway to success.

A major goal of the curriculum is to give the students the necessary skills to pursue a career in some math field if they choose to do so. Not only are they equipped to succeed in a college math class, they are educated in all the opportunities a career in mathematics creates for them. There is a shortage of

mathematicians in the United States. The Pierce City Math Curriculum accommodates the motivated student by providing them with the knowledge to help fill this shortage.

There is no such thing as the perfect curriculum. Technology is constantly changing and therefore Pierce City's curriculum has the ability to change. This ensures students attending PCHS will always receive a solid math background to help them succeed in their future.

4. Instructional Methods:

Our district has not chosen to focus on one particular instructional method, rather we allow our teachers to be exposed to a variety of methods and implement them in their classrooms as they feel necessary. In our building we put a lot of trust in our teachers to allow them to use their professional judgment to determine what method works best for them in reaching their students. Some of the different methods include guided practice, independent practice, cooperative learning, renaissance math, and power writing.

If we had to choose one area that we have focused on more than others it would be the implementation of test taking strategies, utilizing scoring rubrics for students, and focusing on developing constructed response assessments and performance event assessments in the classrooms. The test taking strategies that are utilized by every teacher are derived from the glossary of terms from our state department of education in Missouri. These strategies are posted in every room, the high school office, and in the cafeteria. Teachers will then implement them into their daily lesson plans and objective assessments. The scoring rubrics have been successful in allowing and teaching the students to gain a better understanding of what they need to list when completing assessment questions to ensure they are answering them completely. We have also spent considerable time with our teachers on developing and implementing constructive response and performance event assessments into their curriculum. These types of assessments help us to prepare our students for taking our state's standardized assessment in the 10th and 11th grades. An added benefit to these types of assessment questions is to prepare our student for writing and encourage them to use the higher order thinking skills that are necessary for academic successes after high school.

5. Professional Development:

During the previous 3 years (2002-2005) our district has focused on improving our M.A.P. (Missouri Assessment Program) scores for our district. Our teachers gained valuable information on strategies for improving test scores in our state assessment program. The main focus lied with improving our assessment strategies in our district to match those of the state. Our teachers learned how to develop constructive response questions and performance event assessments which are necessary in allowing our students to prepare for our state M.A.P. tests in the spring. Although there are multiple choice questions on the M.A.P. our district did not emphasize these types of assessments only spending minimal time on the professional development.

Another important topic in our professional development has been the efforts to lead our teachers through the process of analyzing our test result data. This allows our teachers and staff to search through the variety of areas in which we both scored well in and in the areas in which we need to show improvement. This allows are teachers to self reflect on their own curriculums to determine whether or not they are adequately covering the necessary information to the extent in which our students can become successful. This process also allows are departments to meet together with similar departments in the other buildings. Our district is a small district with only two teachers per core subject in the high school and middle school, so this process of allowing middle and high school teachers to collaborate has proven to be very beneficial in working together to improve student assessment.

This school year (2005-2006) our district has focuses on a couple of other areas. These include: aligning

our curriculums with our new state Grade Level Expectations (G.L.E.'s) and focusing on developing and forming solid relationships with students. Our Professional Development Committee brought in a specialist in reaching disadvantaged students. We at the high school began to focus on this all important issue and have used the book "Closing the Achievement Gap" as a source of information and reference in teachers forming these solid relationships that allow students to feel connected to our school and thus perform higher in the classroom.

Missouri State Assessment Results: Pierce City High School

Subject: Communication Arts

Grade: 10th 1th

Test: Missouri Assessment Program (M.A.P.)

Puplisher: CT McGraw Hill

	2004-05	2003-04	2002-03	2001-2002
Testing Month	March	March	March	March
SCHOOL SCORES (M.A.P. Index)	195	181	183	191
% At or Above Meets State Standards	69	65	64	75
% At Exceeds State Standards	37	14	20	15
Number of students tested	52	54	46	60
Percent of total students tested	100	100	100	100
Percent of students alternately tested	0	0	0	0
SUBGROUP SCORES				
1. Free/Reduced Lunch				
% At or Above Meets State Standards	64	60	47	74
% At Exceeds State Standards	21	10	12	4
Number of Students Tested	14	20	17	23

Missouri State Assessment Results: Pierce City High School

Subject: Math

Grade: 10th

Test: Missouri Assessment Program (M.A.P.)

Publisher: CT McGraw Hill

	2004-05	2003-04	2002-03	2001-2002
Testing Month	March	March	March	March
SCHOOL SCORES (M.A.P. Index)	178	180	157	150
% At or Above Meets State Standards	47	56	36	25
% At Exceeds State Standards	22	13	2	6
Number of students tested	68	54	61	48
Percent of total students tested	100	100	100	100
Percent of students alternately tested	0	0	0	0
SUBGROUP SCORES				
1. Free/Reduced Lunch				
% At or Above Meets State Standards	32	48	30	17
% At Exceeds State Standards	13	14	0	0
Number of Students Tested	31	21	23	18